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ABSTRACT

This is a guide to nine, thirty-minute video tape programs that try to develop in elementary school children an awareness of a true family of man. Brazil, Guatemala, Dahomey, Somalia, Nepal, Thailand, Chile, Peru, and Jamaica are the countries in which a child's life, showing the similarities and differences that exist for all humans, is the vehicle for a case study approach to social studies curriculum. The guide presents instructional objectives, previewing, viewing, and postviewing teaching strategies, and supplementary materials for the whole series and for individual tapes. In part one, general concepts of family, education, commerce, childhood, religion, geography, and economics provide a framework for viewing all the tapes and examining each culture. Part two of the guide gives specific insight into each country so that national differences are not lost among similarities. This series is available for duplication onto slant tract video tape and in color or black and white. The New York State Education Department, Bureau of Mass Communication may be contacted for more information. ED 081 688 is a related document. (JH)

CHILDREN of the world

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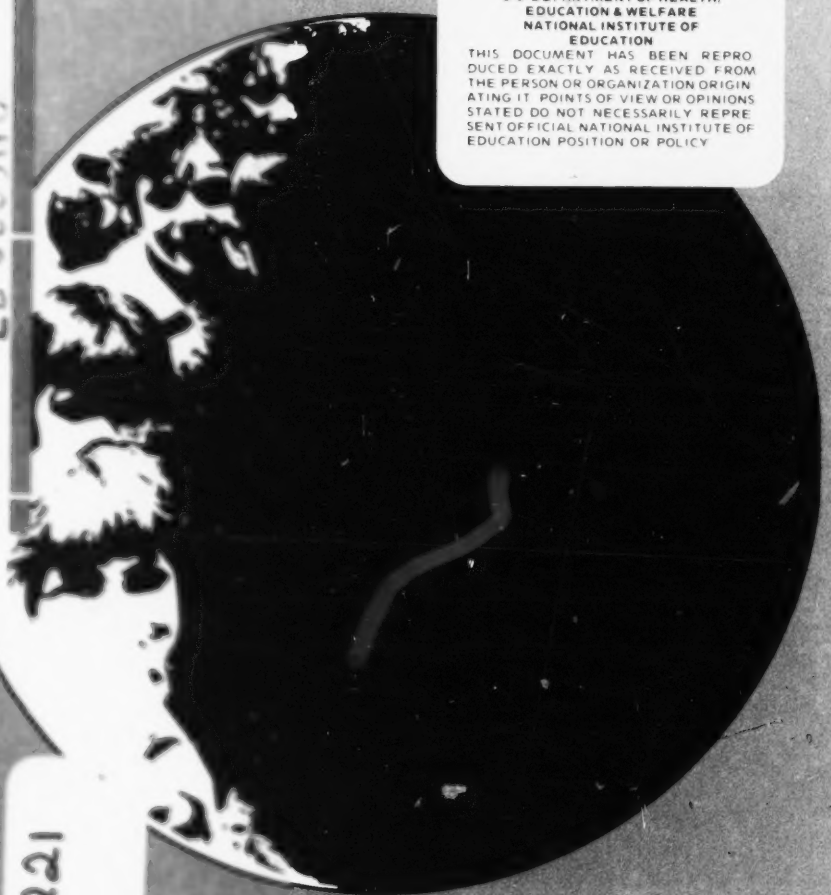

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CHILDREN OF THE WORLD

A series of nine television programs for elementary students.

Produced by

UNICEF
Canadian Broadcasting Corporation
New York State Education Department

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Mass Communications
Albany, New York 12224

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FOREWORD

UNICEF, the United Nations Children's Fund, has been in the forefront in producing educational films that develop an awareness that a true family of man exists. The "Children of the World" series roams the globe searching for illuminating portraits of young people. A child's life in a foreign culture often reflects those similarities and differences that exist for all human beings on this planet earth. Each presentation has been beautifully photographed and may be enjoyed by a viewer of any age; although, special attention is given to the elementary and intermediate social studies student.

The New York State Education Department is now part of the producing team for "Children of the World." With the completion of the three most recent productions, Chile, Peru, and Jamaica, the Media Duplication and Distribution Service now makes the entire series of nine programs available on video tape. All programs are available at no cost to public television stations, closed circuit and 2500 megahertz installations, and CATV systems serving the schools of New York State.

The series is also available for duplication onto slant track video tape. Information on this latter availability may be obtained from the State Education Department.

This teacher guide developed for curriculum integration through a case study approach was written by Jo Ann Larson, a consultant in social studies for the State Education Department. The material has been reviewed by Donald Bragaw, chief, bureau of social studies education, and Jacob I. Hotchkiss, associate in social studies education. The guide was prepared

for publication by William Hetzer, associate in educational television. Photographs are through the courtesy of UNICEF.

Bernarr Cooper
Chief
Bureau of Mass Communications

CHILDREN OF THE WORLD

Each program is 30 minutes in length.

All programs are available in color

or black and white.

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PART I: INTRODUCTION

This publication is intended to aid the teacher in integrating the "Children of the World Series" with a unified multimedia approach to teaching social studies. Each video tape is here offered as a foundation for the development of a case study. The use of these video tapes will afford students the opportunity to investigate, in depth, a culture other than their own, on a level which will allow them to consider both differences and similarities between the two cultures. The video tape becomes a reference point between the familiar and the unfamiliar, allowing students to analyze data, expand concepts, and draw their own broader generalizations.

To accomplish these aims, the guide is divided into two parts. The first section establishes a general format using any video tape from the whole series as the basis for a case study. Teaching strategies are based upon concepts which are developed in all the video tapes. It is not necessary that each child do each strategy. Rather there are several different

approaches you may employ with the recommended teaching strategies.

a) You may wish to assign individual students or groups to a given strategy while other students or groups simultaneously complete separate strategies.

b) Another approach is to rerun the video tape several times, developing several concepts with all the students.

c) Teachers who intend to show several of the video tapes may arrange the program so that each child will ultimately develop each concept.

The second half of the guide deals with specific video tapes and will include instructional objectives and teaching strategies which may be applied more appropriately to specific video tapes.

This series was developed with the interests of elementary students in mind, and when used in conjunction with the New York State social studies curriculum, applies most directly to either the third or

fifth grade courses of study. However, many of these video tapes can also be applied to other grade levels, therefore, the teacher must adapt the use of these tapes and this guide to his own specific needs.

EACH VIDEO TAPE FOCUSES UPON THE LIFE OF A CHILD OR FAMILY LIVING IN THE FEATURED COUNTRY. HOWEVER, THAT CHILD IS NOT NECESSARILY TYPICAL OF ALL CHILDREN OF THAT COUNTRY.

PART II: METHODOLOGICAL ORIENTATION

The case study approach is not new and has been used for years in the graduate study of medicine, law, etc. Leroy Ford, in his book, "Using the Case Study in Teaching and Training," equates the case study to a "slice of life." This "slice of life" can take many forms. When applied to the social sciences, this approach is interdisciplinary, exposing the student to a wide spectrum of human experiences. A case study is, to a certain extent, an artificial teaching device which encourages students to investigate a broad general problem or issue, using a limited specific

instance or situation. Instead of studying all deserts, or even many deserts, the class focuses in depth upon a specific desert. From there the class studies deserts from many perspectives, drawing its own generalizations which then can be tested. In other words, it permits the student to explore a wider range of experiences than he would normally find within his own personal range of experiences.

In general, a teacher uses the case study approach to help students develop more sophisticated thought processes. It provides the teacher with an opportunity, not only to develop specific facts and social studies concepts, but also a means of developing thinking skills. As the case study is student inquiry oriented, it allows the student to participate in setting objectives, giving direction to a project, and proposing solutions. The student learns from the case study that a problem can be viewed from many different perspectives, that many different solutions can be proposed, and that oversimplifications are dangerous and are to be avoided.

The case study often encourages a student who

rejects the more traditional patterns of learning. It permits a student to approach a problem as a member of a group or independently. The case study, in an independent study program, can be used with the youngster who needs more study to achieve a basic understanding, or with the more advanced youngster, as a springboard to further study.

The case study, however, is not the panacea for all of education's ills. It is not a solution to every classroom problem; it is not the sole approach to the social sciences. Indeed, there is no one best way. There will always be a certain number of students who prefer other, perhaps, more traditional patterns of learning. Yet even with the student who rejects open-endedness and discovery, there is opportunity to broaden experiences and introduce the tools of thinking. This approach describes a new role for the teacher, nonetheless important. Greater innovation and more active involvement with each child's learning experience may also mean more teacher time and thought in preparation. The rewards which can be reaped for

both pupils and teacher, however, make the challenges worth the efforts.

GENERAL CASE STUDY FORMAT FOR ALL VIDEO TAPES

Instructional Objectives

- The student will demonstrate his ability to relate to people and customs of another culture by creating a skit portraying family relationships as reflected in the video tape.
- The student will demonstrate that he recognizes the cultural distinctions between the roles played by boys and girls in society by identifying from the video tape the different opportunities for learning provided by the culture for both boys and girls.
- The student will demonstrate his ability to distinguish cultural similarities and dissimilarities by analyzing why children play the games they do and what makes these games enjoyable.
- The student will demonstrate his understanding of the importance of a religious or spiritual life of an alien culture by writing a short story describing the impact of religion upon the everyday life of one of the video tape's characters.

The student will demonstrate his understanding of the relationship between natural geography and a culture's life style by constructing picture maps of both his own community and the community portrayed in the video tape, and then explaining why the two communities are laid out as they are.

The student will demonstrate his ability to use the video tape as evidence by writing a letter to his family in which he describes a marketplace in the featured country and compares it to one in his own culture.

The student will demonstrate his perception of the concepts of social change and economic change by identifying both traditional and modern aspects of the featured country's culture.

The student will demonstrate his ability to compare two dissimilar cultures by proposing ways in which either culture might make adaptations from the other to improve the standard of living or their respective life styles.

Previewing Strategies

a) Before your students view the video tape, have them locate the featured country on a world map. Then have them propose what they think the climate of this particular country will be like. They should base their proposals upon their previous studies of the influence of latitude, altitude, nearness to water, and other factors in addition to any general knowledge they may have of the country. Students should keep a record of these proposals either in their own notes or in a list written on the blackboard.

b) Next have the children investigate a topographical map of the country. From this they can make further proposals concerning the geography of the country and upon the nature of the different life styles they might possibly discover. Children may wish to suggest such things as what types of clothes children would wear in the featured country, how people might earn a living, what their major problems might be, etc. In addition to writing down the students' proposals, have the children draw or collect pictures illustrating

their expectations. These lists, in addition to their pictures, should be set aside to compare with their findings at the end of the unit.

Viewing and Postviewing Strategies

The family

a) As students watch the video tape, assign all or part of the class to pay close attention to the role of the family in the tape. As they watch, you may wish to have the children consider the following questions:

- How does each member of the family spend his day?
- What things does each person do which help the family as a whole?
- In what ways are the things each person does similar or dissimilar to the things you do in your own family?

b) Have the children make figures of each family member in the video tape and then assign them to create a skit portraying the featured family, using a felt board as a stage. A second group can be assigned, simultaneously, to do a similar skit for an American family.

c) After the students have completed the previous activities, have them collect pictures from magazines and newspapers and draw their own pictures representing family life both in this country and in the featured country. After the children have collected the pictures, have them mount them on colored paper for display. Students can now use the pictures as a basis to compare relationships of parents and children, boys and girls in both countries.

- What might an American child do that the children in the featured country do not do? What would the child in the tape do that an American child does not do? In what ways are the lives of an American child and a child in the tape similar?
- Who in the family makes decisions, in the featured country? in your own family? Does one person make all decisions?
- To what extent is your mother's life similar or dissimilar to the mother in the tape?

Opportunities for learning

d) Either rerun the tape or assign a second

group to pay close attention to how youngsters are educated in the featured country. Have some of the students pretend to be a girl in the tape and others a boy. As they view the tape, you may wish to have the children consider the following questions:

- What types of things are learned outside of school in the featured country? in your own country?
- Where, other than at school, would someone from the featured country and the United States learn the things he must know to earn a living, to get along with others, to be a mother or father, etc?
- Do the boys and girls in the featured country have to learn things which you do not?
- Do boys and girls have an equal chance to attend school? Do all children go to school?
- What would an American girl/boy think about the schools in the featured country? What would a boy/girl in the featured country think about American schools?

You may wish to have your youngsters make a list of

those things which a child learns in school as opposed to those things which he learns outside a formal academic situation for both the featured country and the United States. Which country places the greatest stress upon a formal education? Why?

Children's play

e) Childhood play frequently is a reflection of a child's perception of adult life, therefore, those who observe children playing can often deduce much about what a culture truly values. As the class watches the tape, assign a group to observe how the children of the featured country play. As you discuss the games with your class, the following questions may be of use:

- In what ways were the games the children played in the tape like the games that American children play?
- Did the games depend upon imagination? Who did the children pretend to be? Why?
- Did the games depend upon competition (who was the strongest? who could do something better)?
- Did the children have to win in order to have a

good time? What made the games fun?

- In the tape, did the girls play only with girls (boys only with boys)? Is this true for all age groups? for American children?

f) As an additional activity, you may wish to have your class try some of the games in the tape and then compare them with the games American children play.

Religious-spiritual life

g) One of the greatest reflections of a country's culture is its religious or spiritual life. In many, although not all societies, religion not only shapes a country's inward values, but also affects the whole outward life style of a people. Before you run the tape, have the children discuss religion as it is reflected in their own families and community, not only from the point of view of a church-attending activity but also from the point of view of how we learn to distinguish right from wrong, a code of conduct, a philosophy of life. Below you will find some questions which you may wish to adapt to your discussion. DO NOT EMPHASIZE RELIGIOUS WORSHIP OR CHURCH MEMBERSHIP

AS EITHER A GOOD OR BAD PRACTICE IN YOUR DISCUSSION.

- In your community, why do people go to places of worship, such as churches and synagogues?
- Do people do religious things only at religious services? What religious activities do we carry out at home or places other than church?
- Suppose a person does not attend religious services, where does he learn about what is right and what is wrong, about love and kindness, about being honest and fair?

h) As each child watches the tape, he should pay close attention to the way religion affects the life of one of the characters in the tape. After the children have reviewed the tape have each write a short story describing how religion affects his character, not only in his religious observances, but also in his day to day life. You may wish to have the children start their stories with one of the following sentences or with one of their own:

- Religious shrines and buildings are seen everywhere in my land.

- Many of our daily activities are influenced by our religious teachings.
- Religious festivals play an important part in our holiday celebrations.

Geography

i) After the class has seen the tape several times, have the class or individual students make a picture map of the community featured in the tape. (You may wish to rerun segments of the tape.) Have the students make a key to identify the major natural and manmade features of the community. You may wish to have the youngsters make a similar map of their own community as a point of comparison. After the maps are completed, have the youngsters consider the following questions:

- Where do people live in relation to each of the following: fields, schools, religious center, water supply, means of transportation? What does location have to say about the importance of each feature?
- Where are similar features located in your com-

munity? Are some features more important to one community than to the other?

- Have the people altered the natural geography of their community? How would you alter the geography to improve the community's standard of living?

Markets-surplus goods

j) After the students view the tape have some pretend that they are visiting the featured country. Then have each student write a letter home to his family describing the market he has seen. He may wish to include a picture to help his family understand what he has seen. The following questions may help the student write his story:

- What would the visitor see which he would not find in a market back home?
- What did you like about what you have seen? What didn't you like?

k) While the students are completing the above activity, have other students pretend that they are one of the children of the tape who has an opportunity to visit an American supermarket. Have each child

write a letter home to his family describing what he has seen. He may wish to include a picture to help his family understand what he has seen. The above questions may help.

Economic and social change

1) Now that your students have seen the video tape at least once, rerun it; this time have the class or a group focus its attention upon the traditional and modern aspects of the life style portrayed in the film. Divide the class into two groups; one group will focus its attention upon traditional aspects in the tape, while others will pay close attention to signs of modernization. You may wish to run only the audio track. Have the children note characteristics as they go along. After you have finished working with the audio track, have the students compile a list of both traditional and modern characteristics on the blackboard. Now rerun all or part of the visual portions of the tape, again add to the list. After reviewing the lists, what areas saw the most change?

- What old ways of doing things did you most enjoy?

Which didn't you like?

- What changes would you suggest to improve the standard of living?

m) Have the students pretend to be one of the characters in the tape. Then assign them to write a short story or a mini-play in which they describe that character's impressions of an American community.

- What things about an American community would most surprise our visitor?
- What would he enjoy? What wouldn't he enjoy?
- What changes would he recommend to improve the American quality of life?

Concluding Strategy

a) Now that the students have completed all the activities, have them draw or collect additional pictures illustrating the important characteristics of the life style of the featured country. Students should now return to their original proposals and pictures made in the previewing strategies.

- Would you change any of your original suggestions?

- What would you add to these suggestions?

b) You may wish to make a bulletin board display, comparing the before and after pictures.

TEACHING MATERIALS

Below you will find some books and pamphlets which may assist you in the presentation of the "Children of the World Series." This listing is in no way offered as a comprehensive bibliography.

"Social Studies Grade 3: Teaching Systems I," The State Education Department, Bureau of Elementary Curriculum Development, Albany. This publication presents material which will aid the teacher in the preparation of materials on three units: geography, taiga communities, and desert communities. Also included are extensive listings on materials for these units.

"Social Studies Grade 3: Teaching Systems II," The State Education Department, Bureau of Elementary Curriculum Development, Albany. This publication follows the same format as the former publication providing materials for units on tropical rain forest, mountain,

and grassland communities.

"Celebrating Nature: Rites and Ceremonies Around the World," by Elizabeth S. Helfman, drawings by Carolyn Cather, 1969, Seabury Press Inc., 815 Second Avenue, New York. This publication develops the origins of some American holidays and then describes various ceremonies of Africa, Asia, The Middle East, Latin America.

"Happy Days," Christine Price, Trade and Library Edition, E.P. Dutton and Co., 201 Park Avenue South, New York, 1969. This publication includes songs of children around the world in addition to a narrative of name days and initiation into religious rites around the world.

"National Holidays Around the World," Lavinia Dobler, Fleet Press, 156 Fifth Avenue, New York, 1968. This publication includes the way national holidays are celebrated around the world in addition to a brief description of how each nation achieved independence.

"Skip Around the Year," Aileen Fisher, Thomas Y. Crowell, 201 Park Avenue, New York, 1967. This publication captures the flavor of national and international holidays through verse and illustrations.

"The Folkways Omnibus of Children's Games," Iris Vinton, Stackpole Books, Cameron and Kelker Streets, Harrisburg, Pennsylvania. This publication describes games the children of the world play, their history, and their similarities to games in other cultures. Included are descriptions of how the games are actually played.

"Riddle Me, Riddle Me, Ree," Maria Leach, Viking Press, 625 Madison Avenue, New York, 1970. This publication describes riddles from all over the world.

"A Day Around the World," Frank Jupo, Abelard-Schuman Ltd., 222 Park Avenue South, New York, 1968. This publication describes the daily activities of children around the world.

"Schools Are Where You Find Them," Jean Speiser, John

Day, 257 Park Avenue South, New York, 1970. This publication using photographs and a brief text, describes schools in Asia, Africa, and Latin America.

SEPARATE CASE STUDIES

This second section of the Teacher's Guide to the "Children of the World Series" is designed with specific video tapes in mind. The instructional objectives and teaching strategies are identified for specific video tapes and are to be used in conjunction with those strategies in the first section of this guide which have a more general application. In some cases you may wish to combine teaching strategies where the concepts are related.

1. BRAZIL

Curriculum Recommendation: Grades 3 or 5

Student Objectives

. The student will demonstrate his ability to establish criteria in order to make social judgments by proposing a class list of the necessities of life and comparing it with proposals made in a poll of other students, parents, and teachers and evidence gathered via the video tape.

Poverty

Teaching Strategies

a) Before your students view this tape it would be appropriate to have a generalized discussion of the meaning of poverty and what it means to be poor. As the discussion develops have the class propose a list of what it regards as the basic necessities of life. Help them to establish criteria as they make their proposals, defining exactly what they mean by a necessity.

b) Now that the class has established its criteria for the necessities of life, they can conduct a survey of the opinions of other students, parents, and teachers as to their definitions of the necessities of life. Make a second list from these proposals.

- Which items are mentioned most often? Which the least?
- Do different people define "necessity of life" differently?

c) Now have the class view the video tape. After they have seen the tape, they should compare their own list of the necessities of life and the list gathered in their survey, with the life style of Giardel and his friends in the tape.

- Did Giardel's life provide him with the necessities of life as an American child would define them?
- What necessities might Giardel propose which you did not?
- After comparing definitions, would you as a class now change your original list?

d) Using pictures from magazines and their own

drawings, the class can construct two separate pictorial essays. The first will deal with their concept of the meaning of poverty and the second with their concept of the necessities of life for all men.

e) You may wish to explore the music of Latin America with your students. "Exploring Music: Teacher's Edition," by Eunice Boardman and Beth Landis, Holt, Rinehart and Winston, has a discussion of Brazilian music with examples which you may wish to develop with your students, pp. 123-127.

2. GUATEMALA

Curriculum Recommendations: Grades 3 and 5

Instructional Objectives

. The student will demonstrate his perception of the concepts of social class by identifying the different groups portrayed in the video tape and by determining the basis for these divisions.

. The student will demonstrate his ability to interpret data by comparing the impact of the Mayan civilization upon Guatemala with the impact made by the original inhabitants of his own community upon his contemporary community.

Social class and the Mayan heritage

Teaching Strategies

a) Before you view the tape, write the following

terms on the blackboard: Mayan, Quiche, Spaniards, and Ladinos. Have the children write these terms down and then look them up in the dictionary or some other reference work. Once their definitions have been established, save them. The children will need to refer back to them after they have seen the tape.

b) Again, before the class views the tape, discuss the original inhabitants of the area in which your school is located. Have your students suggest ways in which they know about these original inhabitants. You may wish to have the children make drawings or models illustrating the way the original inhabitants of your community lived.

- What reminders of the original people who lived in your community still exist?
- Do any of these original people still remain in your community? What role do they play in the life of your community?
- Has your community adopted any of these people's customs or ways of doing things?

c) As your students view the tape, "Guatemala,"

have them pay special attention to any remnants of the Mayan civilization which still remain in Guatemalan life. The remnants can be anything from old Mayan ruins to customs and traditions. After they have seen the tape, have them draw or construct models of their impressions of Mayan culture in Guatemala. As you discuss the class' findings, the following questions will be of help:

- While viewing the tape did you see any examples of Mayan civilization which remains in Guatemala?
- Are there any descendants of the Mayans in modern Guatemala? What role do they play in today's world?
- How did the ancient Mayans influence modern Guatemala?

d) Now the class can compare their drawings and models of the original inhabitants of their community with their drawings of Mayan civilization in Guatemala.

- Which group had the greatest impact upon the present day citizens of their communities?
- Why did each group ultimately lose their positions

of leadership in their communities?

e) After you have completed the above strategies you will want to discuss class structure with your students. Students should refer back to their definitions in strategy "a." The following questions should help in the development of this concept.

- Could you identify in the tape the different groups you looked up in the dictionary? How did the life style of each group differ?
- To what group did Noberta and Herlinda Saquec belong? How could you tell?

3. DAHOMEY

Curriculum Recommendations: Grade 3

Instructional Objectives

. The student will demonstrate his perception of the concepts of nuclear family, extended family, tribe, and nation by creating a diagram or chart showing how the individual is related to each of these more encompassing terms.

. The student will demonstrate his perception of the concepts of tribal loyalty and national identity by identifying from the video tape specific examples of tribal loyalty and growing national pride and sense of belonging.

. The student will demonstrate his ability to look at a situation from several perspectives by describing how children from Dahomey and the United States would react to a series of terms.

Transition from tribe to nation

Teaching Strategies

a) Nuclear family, extended family, tribe, and nation are all concepts which are key to understanding the concept of modern nationhood. Before you show the tape, "Dahomey," try to develop with your class different interpretations of the term "family" from an image of the term as they commonly understand it through the larger more encompassing definitions. Have the students develop their own diagram such as the ones below which will visually picture the individual's relationship to larger social groups. Extend your discussion as far as you can before your students view the tape and then return to it after the children have viewed the tape.

United States	Dahomey
extended family	extended family
child	child
nuclear family	nuclear family
community	tribe
state	larger tribe

b) Dahomey, like many other new African nations, is faced with the problem of transition from a tribal society to a unified nation. Before the students view the video tape, divide the class into two groups. Group one should view the tape to find examples of tribal loyalty or feeling. Group two should try to find examples of national loyalty. After the class has seen the tape, each group should make a list of their observations. The class as a whole can then discuss the list. Questions such as the following can be used in the general discussion:

- Why is it now against the law in Dahomey to make tribal markings on the face? Do you agree or disagree with such a law? Why?
- Why do the schools in Dahomey still teach French?

- Has life changed for the village of Ganvie now that they are a part of Dahomey?

c) An important aspect of a nation's identity is the changing customs which are often characteristic of that nation. Below you will find a list of terms which have at one time or another been associated with either Dahomey or the United States. Have the class pretend first to be Nicolas Mignanwandé and then an American child and react to each term. After they have reacted to these terms, the following questions will aid discussion.

markings on the face	long/short hair
magic charms	rabbit's foot or horse shoe
ceremonial dance	July 4th parade

- When your parents were your age what customs did they follow which you do not?
- What customs do you follow which your parents do not?
- What would Nicolas Mignanwandé think of the customs of your parents and of your friends?
- Why do you think customs change?

d) For additional references to Africa's rich oral traditions see "Tales From the Story Hat: African Folk Tales," by Verna Aardems and "The Cowtail Switch and Other West African Stories," by Harold Courlander and George Herzog.

4. SOMALIA

Curriculum Recommendation: Grade 3

Instructional Objectives

. The student will demonstrate his understanding of the nomadic way of life by identifying specific examples, from the video tapes, by which nomads have adapted specific activities to the circumstances of their environment.

Nomadic life style

Teaching Strategies

a) The people featured in this tape are nomads. After the children have seen the tape you will want to develop this concept.

- What is the biggest difference between the way the people in the tape live and the way an average American family lives?
- As a result of what you have seen on the tape, how would you define the word "nomad"?
- Can you identify any other peoples who are nomads? Do any Americans live a nomadic life style?

b) Many, although not all, of a nomad's daily activities are dictated by the demands placed on him by his environment. Run the tape, "Somalia," without the sound and have the children identify specific instances where the nomads of Somalia have adapted to the often harsh conditions of their surroundings. As you discuss these adaptations with your students the following questions will aid their discussion:

- Why do nomads move so often? How do seasonal changes affect a nomad's moves? Why do most American families tend to live in one place for longer periods of time? Why do Americans move?
- What role do animals play in the life of a nomad? Do animals play such an important role in the lives of American children?
- How important are machines to a nomad? What would life be like for you without machines?

c) Milk and milk products are mentioned several places in the tape. You will find a discussion of how such milk products are made in "Peoples in Communities,"

by Samuels, Ellis, and Durking, Addison Wesley Publishing Company, p. 59. As an extra project, students may wish to make some of these milk products using nomadic methods.

d) The oral folk tradition is very important to the people of Somalia. For those interested in further discussion of this rich tradition write to the Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016, for a list of books and other materials.

5. NEPAL

Curriculum Recommendations: Grade 3

Instructional Objectives

. The student will demonstrate his perception of the unifying role religion has played in the history of mankind by identifying from the tape ways in which religion has brought men together.

Religion as a bridge joining peoples

a) Religion has frequently been a divisive element in the history of mankind, but it has also served as a powerful force in uniting peoples. Before your students watch the tape, have them propose several factors people of different faiths share in common. Write these proposals down and lay them aside.

b) As your class views the tape have them note as many examples as they can where religion brings different peoples together.

- Does the tape suggest any additional forces which

bring people together?

- How might these differences keep people apart?
- What role did pilgrimages play in unifying peoples? What other religious pilgrimages can you suggest?
- What role does science play in the lives of Uttum and Zarda? How can science unify different peoples? How might it divide them?

6. THAILAND

Curriculum Recommendations: Grade 3

Instructional Objectives

. The student will demonstrate his ability to analyze data by proposing an extensive list of how men make use of rivers and then classifying these uses into general categories.

Impact of rivers upon man's life style

Teaching Strategies

a) Mankind's very life style, his whole ecology, is dictated by the presence or absence of the earth's mighty rivers. Before the children view the tape, "Thailand," have them propose as many ways as they can, in which rivers influence man's life style. Then have them classify these proposals into broad general categories. Students should then look through magazines and newspapers for pictures which illustrate these categories.

b) Now have the students watch the video tape. As they do so they should note any additional ways in which the Thais use the Chao Phraya. Now discuss with

the class the importance of rivers to man using questions like the following:

- Why do so many communities live on or near a river? Is this true only of Thailand? List 10 great cities of the United States. Are these cities also located on or near rivers? Why do you think this happens?
- What uses other than those shown in the tape can a river be put to by a (technologically) advanced society? Are all these uses truly beneficial to man?

c) Students should now add to their pictorial statement of man's use of rivers with additional pictures or drawings. You may wish to make slides of these pictures for a slide show to be given to other students and parents by the class.

- In what ways has the students' concept of rivers been expanded?

d) Additional case study material on Thailand can be found in "Peoples in Communities," Samuels, Ellis, and Durkin, Addison Wesley Publishing Co., pp. 139--143 will be particularly helpful in developing your discussion of rivers and their importance.

7. CHILE

Curriculum Recommendations: Grades 3 and 5

Instructional Objectives

. The student will demonstrate his ability to recall and apply social studies concepts by discussing the contributions of American settlers to the American way of life and then comparing this list with a similar list compiled for Chile.

. The student will demonstrate his ability to interpret visual evidence by noting the differences and similarities of the life styles of two Chilean boys, Alberto and Luis.

A multicultural heritage

Teaching Strategies

a) Before the children view the video tape, "Chile," have them discuss how the U.S. was settled.

- Who settled the U.S.?

- Did these settlers come from one land or many?

Have the students make lists showing how each of these groups of settlers contributed to the contemporary American way of life. Save these lists as you will wish to refer back to them.

b) After you have viewed the tape, have the youngsters discuss the different peoples who helped to create modern Chile. You may wish to rerun parts of the tape to allow for further discussion of this point. Now that the children have identified these groups, have them make a list of the contributions each group made in creating modern Chile.

c) Now compare the list of settler's contributions of Chile with the similar list you made for the U.S.A. Help the students to draw conclusions concerning the role played by many cultural groups in the founding of the modern nations of Chile and the United States.

d) You will now want to discuss the life styles of both Alberto and Luis. The following questions should help develop discussion:

- How do the lives of the two friends, Alberto and

Luis differ? Why?

- Which boy, Alberto or Luis, is most like the average Chilean boy?
- If Alberto and Luis were living 100 years ago, what chances would they have had of becoming friends? Why?
- In what ways will the lives of Alberto and Luis be different from the lives of their parents?
- How does the life style of the Chilean huaso compare to the life style of the American cowboy?
- Which boy, Alberto or Luis, lives a life most like yours?

e) Luis and Alberto were both very fond of music. You may wish to have the class explore Chilean music. You will find "Exploring Music 6: Teacher's Edition," by Eunice Boardman and Beth Landis, Holt, Rinehart and Winston, helpful in comparing the music of the North American cowboy with that of the South American gaucho and the influence of Spanish and Indian music on the music of South America.

8. PERU

Curriculum Recommendations: Grades 3 and 5

Instructional Recommendations

. The student will demonstrate his understanding of the devastation that an earthquake can bring to a community by identifying and classifying the kinds of devastation shown in the video tape in terms of such things as physical and personal loses.

. The student will demonstrate his ability to identify with the quake victims by pretending to be a quake victim and then describing his personal reactions to the devastation and the community's attempts at reconstruction.

Man adapts to his environment and its hazards

Teaching Strategies

a) Before your class views the tape, "Peru," have them propose and list on the blackboard the possible dangers men who live in mountainous regions might face. You might also wish to have the students illustrate their proposals either with their own drawings or with pictures taken from magazines and newspapers. Save

both your lists and illustrations as you will want to compare them with later findings of the class.

b) After the students have seen the tape, you will want them to further investigate the nature of an earthquake with such questions as the following:

- What is an earthquake?
- What causes an earthquake?
- Where do earthquakes most frequently occur?
- What can a community do to protect itself against an earthquake and its aftermath?

At this point you may wish to refer to the New York State Science syllabuses "Science for Children K-3," pp. 119-123 and "Science for Children 4-6," pp. 79-85, The State Education Department, Bureau of Elementary Curriculum Development, Albany, 1965. Both of these publications have suggested procedures for teaching the scientific aspects of the concepts of mountains and earthquakes. Another publication which you and your students may find extremely helpful is "Why the Earth Quakes," by Julian May, A Holiday House Science Book, New York, 1969. This book with the aid of drawings,

diagrams, and charts gives a modern geologist's answer to the questions, what happens in the earth and why?

c) Now rerun the pertinent visual segments of the tape, and have the children note in further detail the impact of an earthquake upon a community. Students should make a list of their observations. You may wish to have the students classify their items in terms of physical damages and personal loses. The following questions will help the students make their observations and classifications:

- How did the quake change each of the following:
  Huarascan, the main mountain of the region
  The physical layout of the community, Yunguay
  The personal lives of the Osorio family
  The life style of the villagers as a community?

d) Now your students can compare these findings with their original pretape drawings and proposals. Did the class predict the extent of the dangers posed by an earthquake?

e) Have each student pretend that he personally experienced the quake at Yunguay. Then assign each

student to write a letter to an American friend describing how he felt about such a disaster and what their community was doing to rebuild.

9. JAMAICA

Curriculum Recommendations: Grades 3 and 5

Instructional Objectives

. The student will demonstrate his understanding of the affect of Jamaica's African heritage upon contemporary Jamaica by citing specific aspects of Jamaica's life which grew out of the African slave society.

. The student will demonstrate his understanding of a cash crop economy by writing a story describing the Wright's banana plantation and its relationship to Jamaica's economy.

<u>African heritage and cash crop economy</u>

Teaching Strategies

a) The video tape, "Chile," like this one about "Jamaica," develops the concept of a multicultural heritage which is common in the nations of North and South America; therefore, you may wish to turn to page 51 of this guide and adapt teaching strategies a-c to this video tape.

b) Many Jamaicans can trace their ancestry back

to the slaves who were brought to Jamaica from Africa. After the students have completed a generalized study of the cultural heritage of Jamaica, you may wish a further, indepth study, of the impact of this African slave heritage upon contemporary Jamaica. Rerun all or parts of the tape. As the students review the tape, have them identify specific aspects of Jamaican life which evolved from its African slave heritage. The following questions may help the youngsters develop this concept:

- Who were the Maroons? How did they influence the Jamaican traditions of freedom and independence?
- How does the Jamaican family pattern compare with your family? Why is the Jamaican family different from the traditional American family? How is the Wright family different from the average Jamaican family?
- Who frequently gave Jamaican children the only schooling they were likely to receive? If there were no schools in your community, who would give you your schooling?

- How did the slaves influence Jamaican religion? National holidays?

c) As in many unindustrialized nations, Jamaica's economy depends upon the sale of specialized cash crops. Rerun the segment of the tape dealing with the Wright family's banana plantation. After you have rerun this segment, have your students write a story describing the importance of the banana to Jamaica. The following questions may help your students develop their stories:

- Why is the price of bananas so low in Jamaica?
- Why is the growing and selling of bananas a more complicated business than it looks?
- How does each member of the family help with the plantation?
- What would happen to the Wright family and Jamaica if the banana crop should fail or if the price should drop?

d) In the video tape, "Jamaica," as in the tape, "Brazil," the concept of poverty is developed; therefore, you may wish to turn to pages 27-29 of this guide

and follow the same teaching strategies, substituting the names Leon, Vincent, or Denis for the name Giardel in the questions.

e) For those of you who wish to further study Jamaican music, "Exploring Music 6: Teacher's Edition," by Eunice Boardman and Beth Landis, Holt, Rinehart and Winston develops Jamaican music, pp. 128-132. This section includes suggestions for games using Calypso beat.